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| **Unit 3 Year 7**  **How are population and urban places changing?** | **Road Map** | | | | |
| In this unit you will investigate  **LG1**: Knowledge  How populations and urban areas around the world change.  **LG2**: Application  Apply to the UK, the USA and developing nations.  **LG3**: Skills  Learning how to use and construct graphs, maps, choropleths and interpret data. | Mid point  Assessment results | **Topic specific key terms:**  Migrate  Migration  Sustainable  Sustainability  Unsustainable  Stable  Fluctuate  Exponential  Choropleth  Push / pull factors  Birth rate  Death rate  density  Infant mortality rate  Life expectancy  Natural increase  **population**  Population distribution  Population growth rate  Pull factors  Push factors  Sparsely populated  Densely populated  Population pyramid  Urban  rural  developed  emerging  developing  urbanisation  slums / shanty towns | | | |
| Final assessment results |
| **Themes** | **Learning Goals/Outcomes/Content** | |  |  |  |
| What is happening to the planet’s population? | LG1 Know how and why our planet’s population changes  LG3 Interpret line graphs. | |  |  |  |
| Where is everyone? | LG1Know how human population is spread around the world.  LG3 Choropleth world population | |  |  |  |
| What is the population pattern in the UK? | LG1 Know the uneven spread of people in the UK  LG3 Interpret choropleth maps | |  |  |  |
| How is the world’s population changing? | LG1 Know where the world’s population is growing or shrinking. | |  |  |  |
| What are population pyramids? | LG1 Describe the main features of a population pyramid.  LG3 Drawing population pyramids. | |  |  |  |
| Why do people migrate? | LG2 Explain why some people migrate and the impacts this can have. | |  |  |  |
| Migration from Mexico to the USA | LG1 Understand why people try to migrate from Mexico to USA | |  |  |  |
| Mid point assessment – | Assess application of learning. Trump’s Wall | |  |  |  |
| Urbanisation  How have our towns and cities grown? | LG1 Explain how the UK became urbanised. | |  |  |  |
| Manchester’s story Part 1 | LG2 Part ONE Examine an example of urbanisation in a UK city. | |  |  |  |
| 10B  Manchester’s Story – Part 2 | L.G. 2 Part TWO Examine how Manchester’s population has fluctuated, and efforts made to regenerate the city. | |  |  |  |
| 11  Urbanisation around the world | LG1 Identify the levels of urbanisation around the world  LG2 Examine how important urbanisation is for countries. | |  |  |  |
| 12 Why do people move to urban areas | LG1 Recap push and pull factors  LG2 Apply to different examples. | |  |  |  |
| 13  Problems in urban areas | LG2 Identify, rank and evaluate the costs and benefits of living in a city. | |  |  |  |
| 14  Urban slums | LG1 – To describe slums and their problems.  LG2 Evaluate ways to improve slums. | |  |  |  |
| 15 A city of the future | LG 1 Identify the ways cities can be made sustainable.  LG2 Explain how these could be adapted to the UK | |  |  |  |
| 16. Assessment | **How do you reduce the problems of slums / shanty towns?** | |  |  |  |

Links:

Geography LG1 LG2 LG3 Strongly links to GCSE geography exam paper one which examines global population and urbanisation issues and GCSE geography exam paper two regarding the UK’s population and urbanisation issues. Skills such as decision making and evaluation which are needed for GCSE exam paper three are also practised. Issues studied at A level, such as regeneration and migration, identity and sovereignty are also introduced. A key theme of geography – sustainability - is also studied.

Cross curricular : Also links to mathematical skills and Social, moral, spiritual and cultural studies.

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